ERRORS IN CONSTRUCTING WH-QUESTIONS MADE BY THETENTH GRADE STUDENTS OF SMK GRAFIKA BINA MEDIA MEDAN

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ABSTRACT

The objectives of the study are to investigate the errors made by the students in constructing WH-Questions and the dominant errors. This research was conducted at SMK Grafika Bina Media Medan to first year students at 2021/2022 academic years. The location was chosen because of the term of time and fund, and also the same research there had never been conducted. Based on the writer's experience in teaching training practice, he found out that still many students made errors in constructing WH-Questions. Therefore, the writer tries to find the solution to help them. The writer found out that the errors made by the students match with the theory of types of errors proposed by Dulay, at. al. the total number of errors reach up to 435 errors.Of 18 translation test the students produce 378 sentences, consisting of omission 34 or 17.89%, addition 26 or 13.68%, Misformation 89 or 46.84%, misordering 41 or 21.58%. Of 18 making interrogative sentences test the students produce 378 sentences, consisting of omission 47 or 25.13%, addition 25 or 13.37%, misformation 92 or 49.20%, misordering 23 or 12.30%. Of 18 scattering words test the students produce 189 sentences, consisting of misordering 58. From the 9 items in WH-Questions, the most dominant errors were Whom with a percentage 12.18%.

Key Words: Errors, Error Analysis, Constructing WH-Questions

I. INTRODUCTION

English as an International language has been widely spoken as a means of communication. In school, it becomes an obligatory subject starting from junior high school until university level. But in some private school, English has already been taught at the early age, the kindergarten. It is true that when language is taught at the early age, it is much easier for the children to understand.

In Indonesia, English functions as a foreign language, not a second language. English as a foreign language means it is not used in daily life and in daily activity of the society. Therefore, the foreign language is restrictedly used only in school. For example, Indonesian use Bahasa as their national language and mother tongue. They do not use English regularly in their daily life but learn English for a reason. While, Second language means besides English is taught in school it is also used in daily life of the society. For example, Malaysians use English as a daily language. English is taught in school but also used in daily life. In Indonesia, English is not spoken in daily life. It is limitedly used only in classroom during teaching learning process. That is why Indonesian students are not good at learning English.

Due to the differences of language pattern and arrangement between Indonesian and English there is no doubt that Indonesian students make errors in studying English. In addition, English and Indonesian come from different language family, European and Austronesian language. Therefore, the differences between the two may cover the sounds, grammar, sentence stress, intonation, etc. The students are usually interfered by their mother tongue when they study English. And this causes errors in many areas of grammar like misformation, omission, misordering and addition.

According to Martha and Funk (2011), interrogative sentences in English are divided into three types, Yes/No Questions, which is started by auxiliary verb and modal eliciting the answer yes or no. Interrogative-Words/ information Questions function as asking for information. This question is usually formed by question words such as: what, where, why, who, when, which, whom, whose and how. For the objective in gaining more detail, WH-Questions is more likely to be used rather than yes/no questions. Nevertheless, WH-Questions have more complicated structure than the structure of yes/no questions. WH-Question is important structures for students because they learn how to communicate using questions and also understand how helpful questions are to find out information. WH-Question used in social interaction such as: asking for information about something (what is your name?), asking for repetition or confirmation (What? I can't hear you?), asking in or at what place or position (Where do they live?).

Based on the writer's experience during his internship in SMK Grafika Bina Media, when the writer asks the students to translate the following interrogative sentences from Indonesia into English :
1.   Apa kamu suka Kopi?
2.   Apa ayahmu seorang dokter?
3.   Apa yang kamu lakukan kemarin?

The students make the translations as follows:
1.   What do you like coffee?
2.   What your father a doctor?
3.   What you do yesterday?

The translations should be as follows :
1.   Do you like coffee?
2.   Is your father a doctor?
3.   What did you do yesterday?

Based on the example above, it shows a direct translation from Indonesian to English. From the sentences there are words that should not be included and need to be deleted. The interrogative sentences are often found among students, they are only able to translate the sentence directly from mother tongue without paying attention to the rules of making WH-Questions. There is no auxiliary in Indonesian language. The absence of auxiliary distract the students' attention from using auxiliary verb in interrogative sentences and the Bahasa has no tense to indicate an event of the sentence.

A research concerning errors in constructing WH-Questions was once conducted by Harahap (2018) entitled " An Error Analysis of WH-Questions

Formation by the Eleventh Students in Smk Bm Teladan ". He found out that the total error made by students in Smk BM Teladan Medan was 140 errors. The types of errors and percentage were addition 1 or around 0,25%, error of omission was 131 or around 32,75%, and error of misformation was 8 or 2,0%. The most dominant types of error Omission was 131 or 32,75%. The second research was conducted by Masruddin (2018) entitled "Constructing WH-Questions Through An Error Analysis at Junior High School of Indonesia". He found out that the total error made by students in second year students of SMP Negeri 2 Bua Ponrang, South Sulawesi. The omission is dominant errors that the students made because from 1017 of total errors, 475 or 46.7% of the total errors are an omission. Then, it followed by archi-form with the total errors is 275 or 28%, 155 errors of simple addition or 15.2%, 93 errors of misordering or 9.1%, 11 errors of alternating form or 1.1%, and the least types of errors is misselection with eight errors or 0.8%.

The writer feels interested in conducting the same research to the students of SMK Grafika Bina Media Medan. From the interview that has been done with Mr. Mahulae as the English teacher of tenth grade students, he said the students are still poor in English. He is confused why the students still make errors although he has taught them well. In regards to this, the writer tried to conduct a research to found out what errors they make in constructing interrogative sentences. It has been useful for students and the teachers to know what kinds of errors the students make. Then, the teacher can improve their teaching design based on this research finding. Based on the importance of WH-Questions in gaining information, that is the reason why the writer is interested to conduct a study entitled: "Errors in Constructing WH-Questions Made by the Tenth Grade Students of SMK Grafika Bina Media Medan" This study is conducted in order to know the types of errors and the dominant ones made by the students.

Concept of Error

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. As we know that in language learning process, it is impossible that learners never make any errors when they write or speak because basically learning a target language (English) is different from learning mother tongue. Therefore, the students often make errors during the teaching learning process. According to Harmer (2007) errors are mistakes which they cannot correct themselves and which need explanation.

To cope with this problem, one of the strategies widely used by linguists is error analysis. Brown (2007:226) states that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher. In addition, it is necessary to discuss error analysis in teaching English as a Foreign Language.

From the statements above, it can be concluded that error analysis is a way for investigating learners' competence in acquiring a foreign language and something that the students do in their learning by using unacceptable and inappropriate forms of the grammar of the target language and the competence of a second language.

According to Brown (2007) the four main sources of errors in the learning of a new language are Interlingual, Intralingual, Context of Learning, Communication Strategies.

1)   Interlingual transfer

Interlingual transfer is a strategy that is used by the beginner of learning a second language with combination or interference of mother tongue and second language. It means that the student try to mix their language when they practice English as their second language.

Example :   Father him doctor.

to make it well structured it should be: his father is a doctor.

2)   Intralingual transfer

The intralingual transfer is manifested when learners have begun to acquire parts of the new system. It makes students start to generalize a rule within the target language.

Example :   He have book.

to make it well structured it should be: he has a book.

3)   Context of learning

Students often make errors because of the explanation that misleads them. This misleading could be given by teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was slightly memorized in a drill but improperly contextualized.

Example :   English is speaking all over the world.

to make it well structured it should be: English spoken all over the world.

 4)   Communication strategies

Communication strategies were related to learning styles. The strategies produced by the learners become the source of error. Learners obviously use production strategies in order to enhance getting their message across. However, at times these technique can becomes a source of error by themselves.

Example :   a: What you like drink ?

b: One coffee black

to make it well structured it should be: a: What drink do you like?

b: One coffee black

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Classification of Error

According to Dulay et. al. (2010:146) there are four types of errors; they are omission, addition, misformation and misordering:

1)   Omission

This is characterized by the missing of an item that must appear in a well structured utterance.

Example :   When the lesson start every day? Omission: does When does the lesson start every day?

2)   Addition

This is characterized by the occurrence of an item must not appear in a well structured utterance. There are three types of addition errors: double marking, regularization, and simple addition.

a)   Double marking:
The presence of certain items which are not required in some linguistic construction, but are necessary for others.
Example : How did he broke the vase?

There are two verbs of past tense in the sentence, to make it well structured it should be:
- How did he break the vase?

b)   Regularization
The presence of a marker that is typically added to a linguistic item, to exceptional linguistic items that do not take a marker. Past form of verbs which have zeromorpheme, such as cut, put, etc. In some cases students write cutted, putted, etc. Plural marker is added but not need such as sheeps, staffs, mouses, etc.

c)   Simple addition
The presence of linguistic item other than in a double marking is simple addition
Example :   Who are your friend's classmates? Should be: Who are your classmates?

3)   Misformation
This is characterized by the use of the incorrect form of morpheme. There are three types of Misformation: Regularization, Arch-Forms, and Alternating Forms

a)   Regularization: are those in which a regular one substitutes an irregular marker, as in singed for sang or mouse for mice.

b)   Arch-forms: the use of one member of a class of forms to represent others in the class.
Example :   Whom is the architect of Liberty Statue? Should be: Who is the architect of Liberty Statue?

c)   Alternating forms: the use of a various member of a class with each other, it is caused by the development of the learner's vocabulary and grammar,
Example :   Why do all Museum in Jakarta close at Monday? Should be: Why are all Museums in Jakarta closed on Monday?

4)   Misordering
Characterized by a morpheme or group of morphemes which are incorrectly placed in an utterance
Example :   What is your bag color? Should be: What color is your bag?

Causes of Error
According to Norrish (1983:21-27) there are three factors that can be classified as the causes of errors. They are carelessness, first language interferences and translation. They are explained as follows.

1.   Carelessness

This is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style of the teacher, which does not suit the students or maybe the materials are not interesting for the students.

2. First Language

First language interference is the result of language habits established in a native language of the student. When the student uses English, he brings his native language habits into the target language being learned.

3. Translation

This is the most common source of errors made by students, translating word for word; especially idiomatic expression from the students'. The first language can produce errors of this type. This usually happens as the result of a situation when the learners are asked to communicate something but do not know the appropriate expressions.

According to Selinker and Gass (2001:79) there are number of steps taken in conducting an error analysis:

a. Collect the sample of learner language. To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the samples he/she intends to collect.

b. Identify the errors. The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher can identify which part of learners' sentences is different from the "reconstructed version."

c. Describe the errors. The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.

d. Explain the errors. Explaining errors involves determining their sources in order to account for why they were made

e. Evaluate the errors. Error evaluation is a supplementary stage in error analysis.

Grammar

Grammar is rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. According to Harmer (2007) grammar as the description of the ways in which word can change their form and can be combined into sentences in the language. The definition of grammar it is not too hard to be understood why grammar is useful and important. Martha and Funk (2011:8), states that grammar is the formal description of the rules. This definition refers to the branch of linguistic science concerning the formal description of language. The subject matter of books like this one, identifies in an objective way the form and structure of sentences.

Types of Sentence

A sentence consists of a subject and predicate. A new sentence begins with a capital letter and ends with an appropriate punctuation mark. Based on their structure and the function they perform, these sentences can be classified to different categories. There are four kinds of sentence, they are Declarative, Imperative, Exclamatory, and Interrogative (Martha and Funk, 2011:51).

A sentence in the form of a statement (in contrast to a command, a question or an exclamation). In a declarative sentence, the subject normally precedes the verb. A declarative sentence ends with a period. is used to make a statement of fact, wish, intent, or feeling.

Examples :   1. My mother baked brownies yesterday.

The earth rounds on its axis.

1. Exclamatory Sentence

A type of sentence that expresses strong feelings by making an exclamation. is used to express strong feeling. It is followed by an exclamation point.

Examples :   1. Don't burn yourself out!
2.   Keep out!
3.   He screamed, "Help!"

Interrogative Sentence

Interrogative is a type of sentence that asks a question. Interrogative sentences are typically marked by inversion of the subject and predicate: that is, the first verb in a verb phrase appears before the subject. All interrogative sentences end with a question mark.. It is followed by a question mark.

Examples :

1. Do you have a sweater?
2. Are you having a bad day?

Imperative sentence

Imperative sentence are sentences that request the person we are speaking to do or not to do something.

Examples :

1. Have a safe trip
2. Eat more vegetables

The Function of WH-Questions

Asking and answering question is a habitual activity in human beings life. We can get information about something by asking questions using WH-Questions. Park (2000) states that WH-Questions or an informative question is a question that ask for information by using question words; what, where, who, when, why, and how. Moreover, interrogative questions are such questions begin with either interrogative adverb (why, when, where, how), or with interrogative pronouns (who- whom for object, whose for possessive, what and which).

The writer concludes from the explanation above that the terms of WH-Questionss covers all questions beginning with question words what, where, who, when, why, whom, whose, which and how .According to Leech (1989: 524) WH-Questionss can be framed as follow:

1.   Who

Who (Pronoun) is to know about a person or some people.

Example :   Q: Who is that?

A: That is my father

2.   Whom

Whom is used when who is the object.

Example :   Q: Whom did you talk to?
A: my father

3.   Whose
Whose (Possessive determiner or pronoun) is to know who something belongs to.
Examples :
1) Q: Whose is this book?
A: It is mine.
2) Q: Whose house is this?
A: It belongs to Tania.

 4.   What
What (Pronoun and determiner) is to know about something (not a person) and more about somebody or something
Example :   Q: What magazine are you reading?
A: The T.V Times

5.   Which
Which (Pronoun and determiner) is used instead of who (for people) or instead of what (for thing) when there is a limited set possibilities to choose from.
Examples :
1) Q: Which of Shakespeare's plays have you seen?
A: Hamlet and Othello
2) Q: Which coat do you like the best? The green, the red, or the pink A: I like the red one best.

6.   When
When (adverb) is to know the time at which something happens.
Example :   Q: When will you go to Bali?
A: Next year

7.   Where
Where (Adverb) is to know where something takes place Example :   Q: Where do you live?
A: At the camp site

8.   How
How (adverb) is to know the way or manner in which something happens is done.
Example :   Q : How did the accident happen?
A : The driver did not notice the traffic light.

9.   Why
Why (adverb) is to know a reason or cause. Answer "Because" Example : Q : Why did you cry?
A: Because I lost my cat.

It can be seen that the WH-Questions specify what question to be asked and the answer depends on the question word. In daily speaking, the answer to WH- Questions can be as short as one word only. However, written form, it is usually in complete sentence.

RESEARCH METHOD

In conducting research, the writer made a research design. According to Kumar (2011:93) research design is a procedural plan that is adopted by the writer to answer questions validly, objectively, accurately and economically.This research uses qualitative descriptive research method to analyze the students' error and to know the types of the grammatical errors dominantly made by the students. Qualitative research is specially important in the behavioural sciences where the aim is to discover the underlying motivates of human being (Kothari, 2004:30).

The Population and Sample

According to Howitt and Cramer (2000:17) sample is a small selection from a population. The population of this research is the tenth grade students of SMK Grafika Bina Media Medan in academic year 2020/2021 that consist of three classes, namely Desain Grafika consisting of 14 students, TKJ (Teknik Komputer Jaringan) consisting of 13 students, Multimedia consisting of 19 students. The whole numbers of students are 46 students. As a sample, seven students representing of each class are randomly chosen. Therefore, totally there are 21 students as a sample to represent the whole classes of the tenth grade students. This class has been chosen because the writer found many students who made errors in WH-Questions based on the writer's internship experience.

In order to solve the problems, the writer use a test in collecting data. Firstly, the writer comes directly to the school and gave a test to the students about WH-Questions. The test consisted of translation, making interrogative sentences and scattering words. Then, the errors are classified in order to know the dominant types made by the tenth grade students of SMK Grafika Bina Media Medan in constructing WH-Questions. In addition, WH-Questions consisted of 9 items, then each item consists of 5 questions and the total questions given are 45 questions.

The data of this study is collected from students test result that had been given on the piece of paper. Firstly, the writer give the test to the sample, then the writer asked the students to construct WH-Questions based on the test given with duration of 60 minutes and the writer collected test result that they have completed and read them carefully. At this section, those errors are written in a list and classified accordingly classification of errors.

In this research, the writer will analyze the data by using qualitative descriptive research. The data in this research would be analyze by using percentage formula. The writer applies the steps as follow:

1.	Identifying the errors

The writer collected data from the students and underline the errors after data is analyzed.

2.	Classifying the errors

The writer will classify the errors made by the students into the classification of errors.

3.	Obtaining percentage of errors

The writer count the percentage of each kind of errors
The numbers of the errors are calculate in formula as follows:

NOTES:
P = percentages of students' errors F = the total number of each errors N = the total number of all errors

Data Analysis and Discussions

After collecting data from the students answer sheet, then the writer analyzed the errors in order to classify them accordingly. By presenting a table containing the errors, it can be seen which part includes the dominant errors the students made. As it has been stated in chapter III that the test consist of three parts, they are translation from the students mother tongue into English, making questions based on the answer available, and building sentences with a question word from the scattered words. Then each test is separately analyzed as shown below.

The result of 18 translation tests dealing with question, the following errors are found.

The Description of Students Errors in Translation

No.	WH-Question	Omission	Addition	Misformation	Misordering	Total
1.	What	6	2	12	8	28
2.	Why	5	3	8	2	18
3.	When	2	3	10	3	18
4.	Where	4	1	9	4	18
5.	Who	5	4	12	6	27
6.	Whom	3	5	9	4	21
7.	Whose	1	3	11	7	22
8.	Which	5	4	8	2	19
9.	How	3	1	10	5	19
Total		34	26	89	41	190

Based on the table above, it can be seen that the errors made by students in the translation test total 190, consisting of omission 34 or 17.89%, addition 26 or 13.68%, Misformation 89 or 46.84%, misordering 41 or 21.58% .Below I show some of these errors based on classification of errors.

a.   Omission

From omission errors, the writer takes some examples of sentences which included omission error made by the students. They are described as follows:

1)   "Ke mana kamu akan pergi?"

This sentence is taken from SCM.1 (Student Code Multimedia 1) in this research. The student makes the translation as follows:

"where you want to go?"

The sentence contains omission error. There is no auxiliary be in this question. The student should add auxiliary is in this question. Therefore, it should be

"Where are you going?"

2)   "Dimana dia bermain sepakbola?"

This sentence is taken from SCM.5 in this research. The student makes the translation as follows:

"where he play football?"
Students ignore the auxiliary verb to form interrogative sentence. Therefore, it should be "where does he play football?"
 3)   "Kapan pesta tersebut diadakan?"

This sentence is taken from SCM.7 in the research. The student makes the translation as follows:
"When the party held?"
The sentence contains omission error. The student omitted auxiliary be. The student should add the auxiliary be in this sentence. Therefore, it should be "When was the party held?"
b.   Addition
From addition error, the writer takes some examples of sentence about WH-Questions which include addition error made by student. They are described as follows:
1)   "Siapa yang meminjam penggaris saya?"
This sentence is taken from SCD.4 (Student Code Desain 4) in the research. The student makes the translation as follows:
"Who which borrowed my ruler"
The sentence contains addition error. In this sentence, the student adds the word 'which' which is not needed in that sentence. Therefore, it should be "Who borrowed my ruler?"
2)   "dimana dia bermain sepakbola?"
This sentence is taken from SCT.4 (Student Code TKJ 3) in the research. The student makes the translation as follows:
"where is does he play football?"
The sentence contains addition error. In this sentence, the student add the word 'is' which is not needed in that sentence. Therefore, it should be "where does he play football?"
3)   "ponsel siapakah ini?"
This sentence is taken from SCT.5 (Student Code TKJ 3) in the research. The student makes the translation as follows:
"whose phone is this belongs to?"
The sentence contains addition error. In this sentence, the student add the word 'belongs to' which is not needed in that sentence. Therefore, it should be "whose phone is this?"
c.   Misformation
From misformation error, the writer takes some examples of sentence about WH-Questions which include misformation error made by student. They are described as follows:
1)   Kapan kamu akan ke rumahku?
This sentence is taken from SCM. 2 in the research. The student makes the translation as follows:
"When are come to my house"
This sentence contains Misformation error. In this sentences modal "will" is required and subject "you" as well. Therefore, it should be "When will you come to my house?.
2)   "Mohon konfirmasi siapa kah temanmu untuk pergi.?"

This sentence is taken from SCM.4 in the research. The student makes the translation as follows:

"Please Confirmation who is your friend to go"

The sentence contain in of addition error. This sentence is wrong. In this sentence, the student adds the word which is not needed in that sentence. Therefore, it should be "Please Confirm who is your friend to go"

3)   "Jam berapakah sekarang?"

This sentence is taken from SCM.7 in the research. The student makes the translation as follows:

"How O'clock now?"

This sentence contains Misformation error. This sentence is wrong. It should be "What time is it now?" because this sentence does not match the translated material.

d.   Misordering

Misordering error is the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering error can occur because of their false concept hypothesized. From misordering sentences about WH-Questions, the writer takes some examples of sentences which included misordering error made by the students. They are described as follows:

1)   "kapan pesta tersebut diadakan?"

This sentence is taken from SCM.3 in the research. The student makes the translation as follows:

"when is held the party?"

This sentence contains misordering error. The student did error in placement of word. Therefore, it should be "when is the party held?"

2)   "Ke mana kamu akan pergi ?"

This sentence is taken from SCM.3 in the research. The student makes the translation as follows:

"Where you will go?"

This sentence contains misordering error. The student did error in placement of word. Therefore, it should be "Where will you go?"

3)   "bagaimana dia berangkat kesekolah?"

This sentence is taken from SCD.6 in the research. The student make the translation as follows:

"how she does go to school?"

This sentence contains misordering error. The student did error in placement word. Therefore, it should be "How does she go to school?"

Making Interrogative Sentences test

The result of 18 items in making interrogative sentences based on the available answer, the students produce 378 interrogative sentences. Of these there found 187 errors. In this case the students try to form question based on the answer provided. This test is in the form of dialogue.

The Description of Students Errors in Making Interrogative Sentences

No.	WH-Question	Omission	Addition	Misformation	Misordering	Total
1.	What	4	2	9	1	16
2.	Why	5	3	12	4	24

3.	When	7	5	10	2	24
4.	Where	6	2	11	4	23
5.	Who	4	4	9	2	19
6.	Whom	8	1	13	3	25
7.	Whose	4	3	11	2	20
8.	Which	6	3	8	4	21
9.	How	3	2	9	1	15
Total		47	25	92	23	189

Based on the table above, it can be seen that the errors made by students in the translation test total 187, consisting of omission 47 or 25.13%, addition 25 or 13.37%, Misformation 92 or 49.20%, misordering 23 or 12.30%. Below shown some of these errors based on classification of errors.

a.   Omission

As seen on chapter II, omission errors are characterized by absence of an item that must appear in a well-formed utterance. Omission error occurs that the students often omitted an item or morpheme which should appear in well-formed utterance sentences. From omission errors, the writer takes some examples of sentences which included omission error made by the students. They are described as follows:

1)   "A   ? (Where)

B : I went to my grandmother house last night"

This short conversation is taken from SCM.6 in this research. The student try to complete the sentence as follows.

"A : Where you got lost night?

B : I went to my grandmother house last night"

The sentence contains omission error. There is no auxiliary be in this sentence. The student should add auxiliary is in this sentence. Therefore, it should be

"A : Where did you go last night?

B : I went to my grandmother house last night"

2) .   A   ? (Why)

B : she is in hurry because she will go to hospital

This sentence is taken from SCD.4 in the research. The student try to complete the sentence as follows.

A : Why did not dina come to my house?

B : she is in hurry because she will go to hospital

The sentence contains omission error. students ignore the words that are part of the interrogative sentence. Therefore, it should be

A : Why did not dina come to my house?

B : she is in hurry because she will go to hospital

3)   A   ? (How)

B : the vase fell down from his hand

This sentence is taken from SCD.7 in the research. The student try to complete the sentence as follows.

A : How the vase fell?

B : the vase fell down from his hand

The sentence contains omission error. The student omitted auxiliary do. The student should add the auxiliary be in this sentence. Therefore, it should be

A : How did he break the vase?

B : the vase fell down from his hand

b.   Addition

As seen on chapter II, addition error is the presence of an item that must not appear in a well-formed utterance. Addition error can occur that the students often add an item or morpheme which must not appear in well-formed utterance students. From addition error, the writer takes some examples of sentence about WH- Questions which include addition error made by student. They are described as follows:

1)   A   ? (Whom)

B : I will Invite my classmate to the party

This Short conversation taken from SCM.4 in the research. The student try to tried to form the question as follows.

A : Whom do you will invite?

B : I will Invite my classmate to the party

The sentence contains addition error. In this sentence, the student adds the word 'do' which is not needed in that sentence. Therefore, it should be

A : Whom will you invite?

B : I will Invite my classmate to the party

2)   A   ? (When)

B : I was born in 2002

This sentence is taken from SCM.4 in the research. The student try to tried to form the question as follows.

A : When do you was born?

B : I was born in 2002

This sentence is not correct because of addition. In this sentence, students add words that should not be there, so that the sentence becomes ambiguous. Therefore, it should be

A : When were you born?

B : I was born in 2002

3)   A   ? (Why)

B : his wallet was stolen

This sentence is taken from SCM.4 in the research. The student try to tried to form the question as follows.

A : why did he does cry?

B : his wallet was stolen

This sentence is not correct because of addition. In this sentence, students add words that should not be there, so that the sentence becomes ambiguous. Therefore, it should be

A : why did he cry?

B : his wallet was stolen

c.   Misformation

Misformation error is the use of the wrong form of the morpheme or structure. Misformation error can occurs that the student wrong in use of from structure. From Misformation error, the writer takes some examples of sentences which included Misformation error made by the students. They are described as follows:

1)   A   ? (When)

B : they will arrive in an hour.

This sentence is taken from SCM.6 in the research. The student try to tried to form the question as follows.

A : When did they get to this place?

B : they will arrive in an hour

This sentence contains Misformation error. He doesn't pay attention to the information about the past and the future. Therefore, it should be

A : When will they reach this place?

B : they will arrive in an hour

2)   A   ? (Whose)

B : that car is mine

This sentence is taken from SCM.4 in the research. The student try to tried to form the question as follows.

A : Whose belongs to this car?

B : that car is mine

This sentence contains Misformation error. He doesn't pay attention to the information being talked about. Therefore, it should be

A : Whose car is this?

B : that car is mine

3)   A   ? (What)

B : this type of books is note

This sentence is taken from SCM.3 in the research. The student try to tried to form the question as follows..

A : What book is it?

B : this type of books is note

This sentence contains Misformation error. He doesn't pay attention to the information being talked about. Therefore, it should be

A : what type of book is this ?

B : this type of books is note

d.   Misordering

From misordering sentences about WH-Question, the writer takes some examples of sentences which included misordering error made by the students. They are described as follows:

1)   A   ? (how)

B : I am twenty years old

This sentence is taken from SCM.4 in the research. The student try to tried to form the question as follows..

A : how you are old?

B : I am twenty years old

This sentence contains misordering error. in the sentence there is a misplacement of the word. Therefore, it should be

A : how old are you?

B : I am twenty years old

2)   A   ? (Whose)

B : I'm talking about his brother

This sentence is taken from SCD.7 in the research. The student try to tried to form the question as follows..

A : who you talking are?

B : I'm talking about his brother

This sentence contains misordering error. in the sentence there is a misplacement of the word. Therefore, it should be

A : who are you talking?

B : I'm talking about his brother

Scattering Words test

The result of 9 items of scattering words the students are required to build a good sentences based on the scattered words.

The Description of Students Errors in Scattering Words

No.	WH-Question	Omission	Addition	Misformation	Misordering
1.	What	-	-	-	6
2.	Why	-	-	-	7
3.	When	-	-	-	6
4.	Where	-	-	-	8
5.	Who	-	-	-	6
6.	Whom	-	-	-	7
7.	Whose	-	-	-	5
8.	Which	-	-	-	7
9.	How	-	-	-	6
Total		-	-	-	58

Based on the table above, it can be seen that the errors made by students in the translation test total 58, consisting of omission 0, addition 0, Misformation 0, misordering 58 or 100% . As seen on chapter II, misordering error is the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering error can occurs that the students made are caused by their false concept hypothesized. From misordering sentences about WH-Question, the writer takes some examples of sentences which included misordering error made by the students. They are described as follows:

1) wonder – he – I – what – means

This sentence is taken from SCD.7 in this research. The students try to arrange it as follows

Wonder I he what means

This sentence contains misordering error. The student did error in placement words in this sentence about WH-Question. Therefore, it should be I wonder what he means.

2) succeeded – why – I – suspect – he

This sentence is taken from SCM.4 in this research. The students try to arrange it as follows

Why I suspect he succeeded

This sentence contains misordering error. The student did error in placement words in this sentence about WH-Question. Therefore, it should be "I suspect why he succeeded".

3) I – idea – arrived – have – he – no – when

This sentence is taken from SCM.7 in this research. The students try to arrange it as follows

I have idea when arrived he no

This sentence contains misordering error. The student did error in placement words in this sentence about WH-Question. Therefore, it should be I have no idea when he arrived.

After showing the analysis data on the previous page, it can be concluded with the following table. From the table, we could see every student make error in writing about WH-Questions. The different number of error that the students make indicates that the students have different comprehension in makes sentences about WH-Questions. The percentage of errors made by students furthermore is shown below.

Total Percentages of Students' Error

No.	Kinds of Error	Translation Scattering	Making Words	Sentences	Total Frequency	Percentage
1.	Omission	34	47	0	81	18.62 %
2.	Addition	26	25	0	51	11.72 %
3.	Misformation	89	92	0	181	41.61 %
4.	Misordering	41	23	58	122	28.05 %
					Total 435	

The calculation of percentage of type of errors is based on the following formula:

$$P = \frac{F}{N} \times 100\%$$

NOTES:
P = percentages of students' errors F = the total number of each errors N = the total number of all errors

Based on the table above, the writer can describe that the percentage of error made by students. The total number of students" error is 435. The percentage of omission is 81 or 18.62%, the percentage of addition is 51 or 11.72%, the percentage of Misformation is 181 or 41.61%, and the percentage of misordering is 122 or 28.05%. In addition, the percentage of errors dealing with each WH-Questions is shown below of the three tests.

The Percentage of Students' Error in WH-Questions

No.	WH-Questions	Frequency	Percentage
1.	What	50	11.49%
2.	Why	49	11.26%
3.	When	48	11.03%
4.	Where	49	11.26%
5.	Who	52	11.95%
6.	Whom	53	12.18%
7.	Whose	47	10.80%
8.	Which	47	10.80%
9.	How	40	9.20%
TOTAL		435	

Based on the table above, It is seen that the most dominant errors of WH-Questions is Whom with a percentage 12.18%. Although it is not too significant.

CONCLUSIONS AND SUGGESTIONS

After analyzing and discussing the result of the test, the writer draws some conclusions.

(1)   The result of 18 translation test that the students produce were 378 sentences, and from these, there found errors totally 190 errors, consisting of omission 34 or 17.89%, addition 26 or 13.68%, Misformation 89 or 46.84%, misordering 41 or 21.58%. The result of 18 making interrogative sentences that the students produce were 378 sentences, and from these, there found errors totally 187 errors, consisting of omission 47 or 25.13%, addition 25 or 13.37%, misformation 92 or 49.20%, misordering 23 or 12.30%. The result of 18 scattering words test that the students produce were 189 sentences, and from these, there found errors totally 58 errors, consisting of misordering 58 .

(2)   From the whole WH-Questions, the most dominant error is Whom with a percentage 12.18%.

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